



# **2003-04 Title III Accountability Report Information Guide**

**November 2004**

Prepared by the  
California Department of Education

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## Introduction

This guide is designed to help educators and interested members of the public to understand the 2003-04 Title III Accountability Reports. Title III of the No Child Left Behind Act (NCLB) provides supplemental funding to local educational agencies (LEAs) to implement programs designed to help English learners (ELs) and immigrant students attain English proficiency and meet the state's academic and content standards. Title III requires that each state:

- Establish English language proficiency standards.
- Conduct an annual assessment of English language proficiency.
- Define two annual measurable achievement objectives (AMAOs) for increasing the percentage of EL students' developing and attaining English proficiency.
- Hold LEAs accountable for meeting the AMAOs. (Section 3122)

For more information about the development of the English language proficiency AMAOs and the other Title III accountability requirements, refer to "Title III Accountability Requirements Under No Child Left Behind (NCLB)" at the CDE Web site at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.

## Title III AMAOs

An AMAO is a performance objective, or target, that LEAs receiving Title III subgrants must meet each year for its ELs. All LEAs receiving a Title III subgrant are required to meet the two English language proficiency AMAOs and a third academic achievement AMAO based on Adequate Yearly Progress (AYP) information. Both English language proficiency AMAOs are calculated based on data from the California English Language Development Test (CELDT).

### Title III AMAOs for English Learners

<b>English Language Proficiency AMAOs</b>	<b>Assessments</b>
AMAO 1: Percent Making Annual Progress in Learning English	CELDT
AMAO 2: Percent Attaining English Proficiency	CELDT
<b>Academic Achievement AMAO</b>	
AMAO 3: Meeting AYP Requirements for the EL Subgroup at the LEA Level	CST, CAPA, CAHSEE

The third AMAO relating to meeting AYP requirements for the EL subgroup is based on data from the California Standards Test (CST), the California Alternate Performance Assessment (CAPA), and the California High School Exit Examination (CAHSEE). Refer to the 2004 Accountability Progress Report on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/index.asp> for more information on Adequate Yearly Progress (AYP) at the LEA level.

## CELDT

The CELDT is California's state test of English language proficiency. The CELDT is required to be administered within 30 calendar days upon initially enrolling in a California public school for all students whose home language is not English. The first administration of the CELDT is used to determine if a student is fluent English proficient or an English learner. Students who are not fluent in English (English learners) are required to take the CELDT each year during the annual assessment window of July 1 to October 31. English learners continue to take the CELDT annually until they are redesignated as fluent English proficient.

The CELDT assesses listening and speaking skills in kindergarten and first grade. The test for students in grades two through twelve covers three skill areas: listening/speaking, reading, and writing. Students receive an overall proficiency level score and proficiency scores for each of the skill areas.

### CELDT Score Types

<b>K and Grade 1</b>	<b>Grades 2-12</b>
Overall Proficiency Level	Overall Proficiency Level
Skill Area Proficiency Level	Skill Area Proficiency Level
<ul style="list-style-type: none"> <li>• Listening/ speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Listening/speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>

There are five proficiency levels on the CELDT: beginning, early intermediate, intermediate, early advanced, and advanced; and four grade spans of the test (K-2, 3-5, 6-8, 9-12). Each grade span test includes content tailored to the appropriate grade levels and aligned with the English language development (ELD) standards.

### CELDT Proficiency Levels

Advanced
Early Advanced
Intermediate
Early Intermediate
Beginning

A student is defined as English proficient on the CELDT if both of the following are met.

**English Proficient Level on CELDT**

Overall proficiency level score of Early Advanced or Advanced
AND
Each skill area proficiency score at the Intermediate level or above

Students are considered for reclassification when they are at the English proficient level on the CELDT; however, scoring English proficient on the CELDT is not sufficient for reclassification. When reclassification decisions are made, information on California Standards Test, teacher evaluation, and parent consultation are also considered.

In addition to the current year scores on the CELDT, the calculation of the English language proficiency AMAOs requires prior-year CELDT scores and the date of USA enrollment. These data elements are reported by school personnel as part of the background data collected for the CELDT assessment.

**AMAO 1- Percent of ELs Making Annual Progress in Learning English**

AMAO 1 calculates the percentage of ELs making annual progress on the CELDT.

There are three general ways for English learners to meet the annual growth target on CELDT depending upon what level they were at on the previous CELDT. Those at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one proficiency level. Those at the Early Advanced or Advanced level who are not yet English proficient are expected to achieve the English proficient level on CELDT. Those at the English proficient level are expected to maintain that level.

### Annual Growth Target on CELDT

Previous Year CELDT Overall Proficiency Score	Annual Growth Target
<ul style="list-style-type: none"> <li>Beginning</li> <li>Early Intermediate</li> <li>Intermediate</li> </ul>	<ul style="list-style-type: none"> <li>Early Intermediate Overall</li> <li>Intermediate Overall</li> <li>Early Advanced Overall</li> </ul>
<ul style="list-style-type: none"> <li>Early Advanced or Advanced, but not at the English proficient level (one or more skill areas below Intermediate)</li> </ul>	<ul style="list-style-type: none"> <li>Achieve the English proficient level. (Overall proficiency level needs to remain at Early Advanced or Advanced level and all skill areas need to be at the Intermediate level or above.)</li> </ul>
<ul style="list-style-type: none"> <li>Early Advanced or Advanced and at the English proficient level</li> </ul>	<ul style="list-style-type: none"> <li>Maintain English proficient level</li> </ul>

**In order to meet the AMAO 1 target in 2003-04, an LEA must have at least 51 percent of the ELs in the AMAO 1 cohort making annual progress on CELDT.**

### AMAO 2 - Percent of ELs Attaining English Proficiency on CELDT

AMAO 2 calculates the percentage of ELs attaining English proficiency on the CELDT. For the AMAO 2 it was necessary to define the cohort of students who could reasonably be expected to reach the English proficient level on CELDT at the time of the annual assessment. Four groups of students are combined into the cohort for AMAO 2:

- All ELs who were at the Intermediate level the prior year (2002)
- ELs at the Early Advanced or Advanced level who were not English proficient the prior year
- ELs at the Beginning or Early Intermediate levels in the prior year (2002) who have been in U.S. schools since spring 2000
- ELs at the Beginning or Early Intermediate levels in the prior year, who entered U.S. schools after spring 2000, and who met the English proficient level in 2003

Refer to the flow chart in Appendix A for more information on which students are included in the cohort for AMAO 2.

**In order to meet AMAO 2, 30 percent or more of the ELs in the cohort must attain the English proficient level in 2003-04.**

**AMAO 3 – Meeting AYP Requirements for the EL Subgroup at the LEA Level**

In addition to the two English language proficiency AMAOs, AMAO 3 holds the Title III subgrantees accountable for meeting academic achievement targets. The academic achievement targets are the AYP targets for participation rate and percent proficient in English-language arts and mathematics for the English learner subgroup. Title III accountability is at the LEA level; thus, the LEA targets are used. In AYP calculations for participation rate and percent proficient, the EL subgroup includes Reclassified Fluent English Proficient (R-FEP) students who have not scored proficient or above on the CST ELA for three years. The participation rate target is 95 percent. The percent proficient target in English-language arts and mathematics varies depending upon the content area and the type of LEA. Refer to the 2004 Accountability Progress Report on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/index.asp> for more specific information on AYP requirements at the LEA level (pages 31-41) and specific details of the EL subgroup (pages 48-50).

**In order to meet AMAO 3, the LEA must meet the 2004 AYP participation rate and percent proficient targets in English-language arts and mathematics for the English learner subgroup.**

**Consequences of Not Meeting the AMAOs**

If an LEA does not meet one or more of the three AMAOs in any year, it must:

- Inform the parents of ELs that the LEA has not met the AMAOs.

AND

- Provide this notification not later than 30 days after the AMAOs are publicly released.

CDE will post a sample parent notification letter on the Title III Accountability Web site at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.

If an LEA fails to meet the AMAOs for two consecutive years, it must:

- Develop an improvement plan that will ensure that the AMAOs are met.

AND

- Specifically address in the improvement plan the factors that prevented the LEA from achieving the AMAOs. The plan may apply to targeted schools rather than the entire LEA if the particular factors that prevented the LEA from meeting the AMAOs warrant such an approach.

If the LEA fails to meet the AMAOs for four consecutive years:

- The state shall require the LEA to modify its curriculum, program and method of instruction or determine if the LEA will continue to receive Title III funds. (Section 3122 (b))

**Appeals Process**

The process and timeline for LEAs to appeal the AMAO determinations will be posted on the CDE Web site at <http://cde.ca.gov/sp/el/t3/acct.asp> during the week of December 13.



## Sample 2003-04 Title III Accountability Report

**2003-04 Title III Accountability Report**California Department of Education  
Language Policy and Leadership Office

LEA: Sand Dunes Unified  
 County: Zutano  
 CD Code:

The Title III Accountability Report indicates the status of each local educational agency (LEA) in meeting the three Annual Measurable Achievement Objectives (AMAOs).

**AMAO 1 - Percent of Students Making Annual Progress in Learning English<sup>1</sup>**

Number of 2003 Annual CELDT Takers	6,543
Number / Percent with Required Prior CELDT Scores	4,920 / 75.2%*
Number in Cohort Meeting Annual Growth Target	2,583
Percent Meeting AMAO 1 in LEA	52.5%
2003-2004 Target	51.0%
Met Target for AMAO 1	Yes/Yes*/No

**AMAO 2 - Percent of Students Attaining English Proficiency on CELDT<sup>2</sup>**

Number of 2003 Annual CELDT Takers in Cohort	3,721
Number in Cohort Attaining English Proficient Level	1,310
Percent Meeting AMAO 2 in LEA	35.2%
2003-2004 Target	30.0%
Met Target for AMAO 2	Yes/Yes*/No

**AMAO 3 - Adequate Yearly Progress for English Learner Subgroup at the LEA Level**

<b>English-Language Arts</b>	
Met Participation Rate for English Learner Subgroup	Yes/No/N/A
Met Percent Proficient or Above for English Learner Subgroup	Yes/No/N/A
<b>Math</b>	
Met Participation Rate for English Learner Subgroup	Yes/No/N/A
Met Percent Proficient or Above for English Learner Subgroup	Yes/No/N/A

## **Explanatory Notes for the 2003-04 Title III Accountability Report**

This section describes what is contained in each item of the 2003-04 Title III Accountability Report. All LEAs that received Title III Limited English Proficient (LEP) funding in 2003-04 will receive a Title III Accountability Report. This includes LEAs that were eligible for a subgrant of \$10,000 or more and were direct-funded, and those that received Title III services through a consortium.

The Title III Accountability Report indicates the status of each LEA in meeting the three annual measurable achievement objectives (AMAOs).

There is no mobility exclusion for AMAO 1 and AMAO 2. The LEA, in which the student was administered the annual CELDT for 2003, will have the student included in their Accountability Report regardless of how long the student was enrolled in the LEA.

### **LEA**

An LEA is an educational agency that receives Title III funds or services. An LEA may be a school district, county office of education, or a direct-funded charter school. Direct funded charter schools that receive Title III funds will receive a Title III Accountability Report. Annual CELDT takers from direct-funded charter schools will be removed from the sponsoring district or county office of education.

## **AMAO 1-Percent of Students Making Annual Progress in Learning English**

AMAO 1 shows the percent of ELs in an LEA who meet the annual growth target on the CELDT.

### **Number of 2003 Annual CELDT Takers**

This is the number of ELs who took the annual CELDT during the testing window of July 1, 2003 to October 31, 2003 and whose tests were submitted to the test contractor for scoring before the deadline for submission of annual tests. It does not include students who took their first CELDT test as an initial test taker in 2003 or the scores of ELs whose tests were submitted and scored after the annual testing deadline. ELs from direct-funded charter schools will be removed from the sponsoring district or COE.

### **Number/ Percent with Required Prior CELDT Scores**

This is the number and the percent of 2003 annual CELDT takers who have the required prior year CELDT scores needed to compute the AMAOs.

In order to calculate the AMAOs, all of the following data elements are needed.

- A valid (not out of range) prior overall scale score which can be converted to a proficiency level score

- If the current or prior overall proficiency score is at the Early Advanced or Advanced level and the student is in grade 2 or above when tested, the proficiency scores for the skill areas of listening/speaking, reading, and writing are required to determine if the student is at the English proficient level for the AMAOs.

*If less than 65 percent of 2003 annual CELDT testers have the required prior CELDT scores, the results will not be considered valid and no values will be reported for AMAO 1 and AMAO 2.* Without this requirement, CDE would be releasing data on AMAOs in cases where less than 10 percent of the annual testers have the required prior year scores for computing the AMAOs. If the percent of annual CELDT testers with prior year scores is between 65 and 85 percent the results will be flagged and need to be interpreted with caution. In these LEAs, the results may have been different if the English language proficiency AMAOs were calculated on a greater proportion of annual testers. A cut point of 85 percent is currently used as the minimum percent tested for an Academic Performance Index (API) to be considered valid and reported. State and federal law require all ELs be tested annually on the CELDT. In addition, LEAs participating in Title III sign assurances that all ELs will be tested annually.

#### Number Meeting Annual Growth Target in LEA

This is the number of ELs in the AMAO 1 cohort who meet the annual growth target.

#### Percent Meeting AMAO 1 in LEA

This is the percent of ELs in the AMAO 1 cohort in this LEA who meet the annual growth target. It is derived as follows.

$$\text{Percent meeting AMAO 1} = \frac{\text{Number in cohort meeting annual growth target}}{\text{Number with required prior CELDT scores}}$$

#### 2003-04 Target

The 2003-04 target for AMAO 1 for all Title III LEAs is 51.0 percent. That means that 51 percent of ELs in the AMAO 1 cohort must meet or exceed the annual growth target.

#### Met Target for AMAO 1

There are three possible entries for meeting the target:

- Yes- LEA met the target for AMAO 1
- Yes\*- LEA met the AMAO target through the application of a confidence interval table (the LEA had fewer than 50 valid scores in the AMAO cohort). See Appendix B for the confidence interval table used for the AMAOs.
- No- The LEA did not meet the target for AMAO 1.

**AMAO 2-Percent of Students Attaining English Proficiency on CELDT**

AMAO 2 measures the percent of ELs in a defined cohort, who have attained English proficiency on the CELDT at a given point in time.

Number of 2003 Annual CELDT Takers in the Cohort

The cohort for AMAO 2 contains those students who could reasonably be expected to have reached English language proficiency at the time of the 2003 Annual CELDT administration. Four groups of students are combined into the cohort for AMAO 2.

- All ELs who were at the Intermediate level the prior year (2002)
- ELs at the Early Advanced or Advanced level overall who were not English proficient the prior year
- ELs at the Beginning or Early Intermediate level in the prior year (2002) who have been in U.S. schools since spring 2000
- ELs at the Beginning or Early Intermediate level in the prior year, who entered U.S. schools after spring 2000, and who met the English proficient level in 2003

Number in Cohort Attaining English Proficient Level

This is the number of ELs in the AMAO 2 cohort that reached the English proficient level in 2003.

Percent Meeting AMAO 2 in LEA

This is the percent of ELs in the AMAO 2 cohort for this LEA that reached the English proficient level in 2003.

$$\text{Percent meeting AMAO 2} = \frac{\text{Number in cohort attaining English proficient level}}{\text{Number of annual CELDT takers in the cohort}}$$

2003-04 Target

The 2003-04 target for all Title III LEAs on AMAO 2 is 30 percent. That means that 30 percent of the cohort for AMAO 2 must meet the English proficient level at the time the 2003 annual CELDT is administered.

Met Target for AMAO 2

There are three possible values for meeting the target:

- Yes- LEA met the target for AMAO 2
- Yes\*- LEA met the AMAO target through the application of a confidence interval table (the LEA had fewer than 50 valid scores in the AMAO cohort). See Appendix B for the confidence interval table used for the AMAOs.
- No- The LEA did not meet the target for AMAO 2.

**AMAO 3-Adequate Yearly Progress for English Learner Subgroup at the LEA Level**

AMAO 3 measures whether the LEA's EL subgroup met the 2004 AYP participation rate and percent proficient requirements. For AMAO 3, there is a mobility exclusion for AYP calculations. Only students who are continuously enrolled in the LEA from the prior CBEDS data collection date to the test date are counted in the AYP calculation for the LEA. In addition, ELs who are in their first year in a U.S. school are not included in the percent proficient calculation for the LEA. However, these students are included in the participation rate calculation.

English-Language ArtsMet 2004 AYP Participation Rate for the English Learner Subgroup

There are three possible values

- Yes- LEA met the participation rate for the English learner subgroup.
- No- LEA did not meet the participation rate for the EL subgroup.
- N/A- LEA did not meet the minimum group size and no value is reported.

Met 2004 AYP Percent Proficient or Above for the English Learner Subgroup

There are three possible values

- Yes- LEA met the participation rate for the English learner subgroup.
- No- LEA did not meet the participation rate for the EL subgroup.
- N/A- LEA did not meet the minimum group size and no value is reported.

MathematicsMet 2004 AYP Participation Rate for the English Learner Subgroup

There are three possible values

- Yes- LEA met the participation rate for the English learner subgroup.
- No- LEA did not meet the participation rate for the EL subgroup.
- N/A- LEA did not meet the minimum group size and no value is reported.

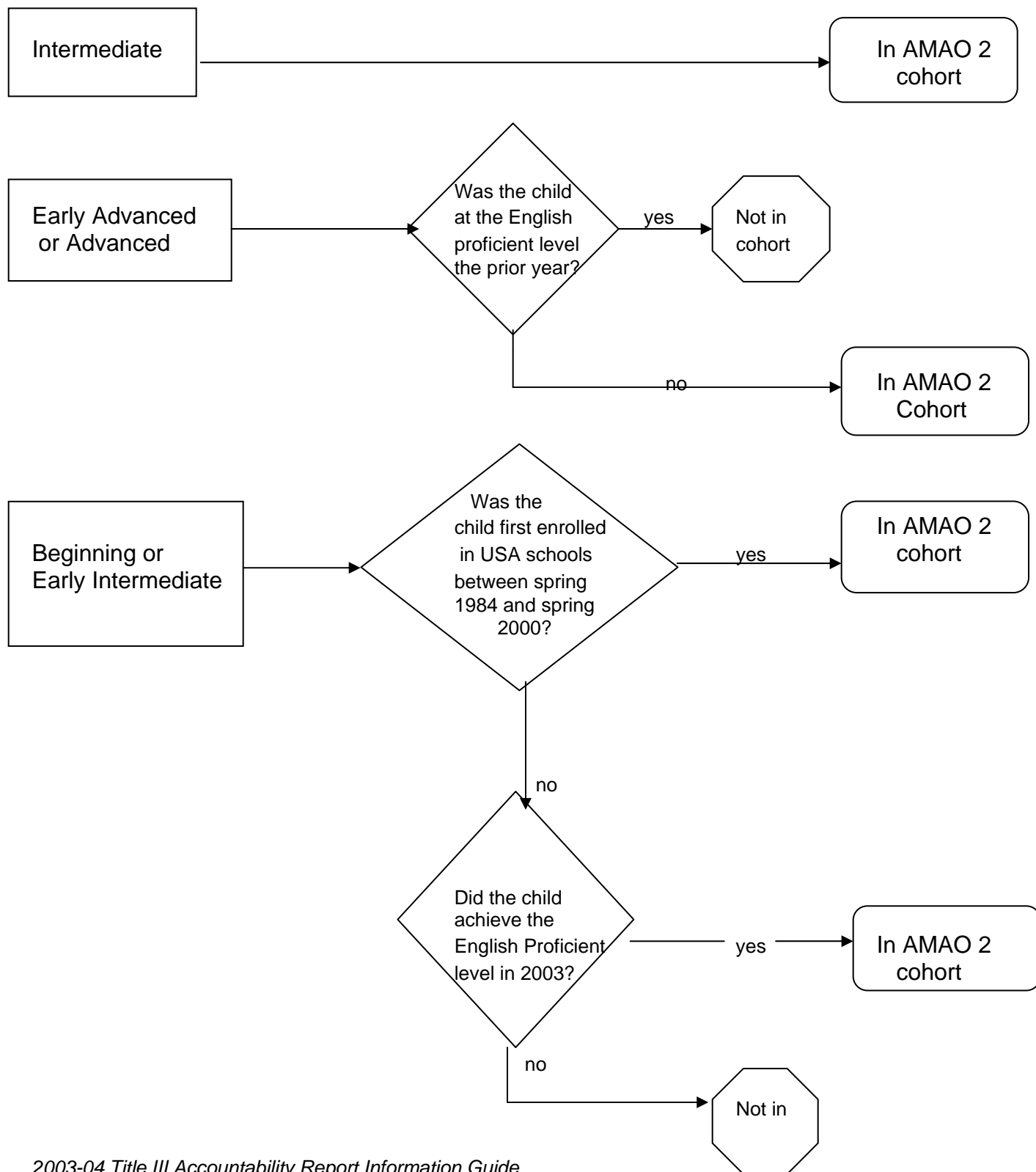
Met 2004 AYP Percent Proficient or Above for the English Learners

There are three possible values

- Yes- LEA met the participation rate for the English learner subgroup.
- No- LEA did not meet the participation rate for the EL subgroup.
- N/A- LEA did not meet the minimum group size and no value is reported.

## Appendix A Definition of AMAO 2 Cohort

### CELDT Overall Proficiency Level In Prior Year



**Appendix B****Confidence Intervals for LEAs with  
Fewer Than 50 Valid Scores in the Cohort for AMAO 1 or AMAO 2**

To use the table for AMAO 1, determine the number of annual CELDT takers with required prior CELDT scores from the Title III Accountability Report and use this number as the number of valid scores. If the number in the cohort meeting the annual growth target is greater than or equal to the required number to meet the target from the table below in the column for AMAO 1, then the LEA has met the AMAO 1 target. For AMAO 2, the number of annual CELDT takers in the cohort for AMAO 2 is the number of valid scores. To determine if AMAO 2 has been met, reference the appropriate number from the column for AMAO 2. If the number in the cohort is greater than or equal to this number, then AMAO 2 has been met.

Number of Valid Scores	Required Number to Meet Target	
	AMAO1	AMAO2
1	0	0
2	0	0
3	0	0
4	0	0
5	1	0
6	1	0
7	1	0
8	2	0
9	2	1
10	3	1
11	3	1
12	3	1
13	4	1
14	4	2
15	4	2
16	5	2
17	5	2
18	6	2
19	6	3
20	7	3
21	7	3
22	7	3
23	8	3
24	8	4
25	9	4

Number of Valid Scores	Required Number to Meet Target	
	AMAO1	AMAO2
26	9	4
27	10	4
28	10	5
29	10	5
30	11	5
31	11	5
32	12	5
33	12	6
34	13	6
35	13	6
36	13	6
37	14	7
38	14	7
39	15	7
40	15	7
41	16	8
42	17	8
43	18	8
44	19	9
45	20	10
46	21	11
47	22	12
48	23	13
49	24	14
50	25	15